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ABSTRACT

A 2-year evaluation of the small secondary schools program in Oregon views the project from many perspectives. The report briefly discusses the geographical environment of the state, citing the principal occupations of each area. Other aspects discussed include geographical-economic implications for small schools; family structures and ethnic backgrounds; population, employment, and personal income; community attitudes toward small schools; objectives of the small schools project; evaluations of relevant conferences, seminars, and workshops; and interschool visitations. Descriptive summaries of the various pilot projects conducted in 1967 and 1968 are also included. A base-line data summation is presented which makes it apparent that the Oregon Small Schools Project has achieved its initial objectives remarkably well while establishing an exemplary pattern of improvement in rural and small schools. (DB)

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THE OREGON SMALL SCHOOLS PROGRAM

AN EVALUATIVE REPORT

BY

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OF

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PORTLAND, OREGON

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PREFACE

The mention of rural education evokes an instant image of one-room school houses warmed by pot-bellied stoves and nestled in pastoral glens. Within these quaint, bell-topped buildings we imagine scenes of sturdy, red-cheeked youngsters gathered from the surrounding farmlands. Nostalgically we recall the young Abe Lincolns, Robert Frosts, Walt Disneys, Glen Cunninghams, and, in Oregon, the Tom McCalls.

The picture we seldom envision is more harsh: underprivileged youngsters housed in dilapidated fire-traps, taught by dispirited teachers, destined to live and work in a sopisticated, technological society of which they know pitifully little.

Of course neither picture is very accurate, yet each possesses some elements of validity in the status of rural education today. But more importantly, each of the above scenes underscore the immense lack of understanding heretofore extended to small schools.

Only in recent years has attention begun to focus on "The People Left Behind." [1] A handful of experimental programs are currently underway in the United States which are dealing directly with the problems and opportunities inherent to small schools. The Oregon Small Schools Program has completed its first two years of operation. This report is an evaluation of those two years of work.

The readers of this paper are cautioned to refrain from looking for either condemnation or praise of the small schools in Oregon. Nor should this report be interpreted as evidence for the abolition or perpetuation of small schools. The premise is simply this: small schools exist and, for a multitude of reasons, shall continue to exist; they shall either retard or contribute to the advancement of our society. What, then, can be done to assure the most beneficial contribution from our small schools in Oregon? The efforts of the Oregon Small Schools Program reveals many of the answers.

Wm. W. Allen
August 15, 1968

1. "The People Left Behind," A report by the Prsident's National Advisory Commission on Rural Poverty. September, 1967, Washington, D. C.

INTRODUCTION

Whenever a society becomes caught up in a period of fast-paced change, transitional crises inevitably compound themselves in number in seemingly direct ratio to the acceleration of change. The mating of change and crisis breeds further change and crisis. In other words, though change may bring crisis, the crisis in turn demands promulgation of further change.

Unfortunately, there are no means possessed by mankind for the precise prediction, measurement or control of this phenomena. Nor is there any method whereby change can be instituted in one discipline without creating a critical demand for change in other disciplines. Furthermore, there is no way in which crises can be avoided by trying to deny the phenomena of change. For to so try (as many reactionaries have) in turn creates crises of more negative and oppressive natures. . .which, of course, force changes also.

Ironically, the very elements which lead to change can often be marshalled to overcome the crises which have been created. Education in small schools is a vivid case-in-point.

Modern technology, mechanization, automation, communications and mobility have been the principal forces contributing to the decline of rural communities (in relation to urban centers). Because of these forces, rural areas (and the small schools in these areas) have found themselves in serious crises. But cannot the "enemy" become a helping "friend?" That which destroys can also build. Certainly that is proving the case in small school educational programs.

By turning the applications of modern technology, mechanization, automation, communications and mobility toward solving small school problems, it is being discovered that small schools can not only benefit, but can become experimental laboratories for larger schools.

The scope of rural education problems is immense and does not lend itself to simplification. The problems have been evolving for years and are deeply rooted in the state's geography, demography, economics, technology and public attitudes. A look at these factors will help give perspective to the objectives and accomplishments of the Oregon Small Schools Program.

GEOGRAPHICAL ENVIRONMENT

The Coast Valleys and Mountains border the Pacific Ocean from the Oregon-California line to the Columbia River. While level lands are scarce, there are many marine terraces and bottom lands of the river valleys that intersperse the area. Within the region are the Tillamook Plain, the Coquille Valley and urban centers such as Coos Bay and Astoria. The economy in this area benefits principally from timber and wood products industries, tourism, fishing and dairying.

Southwest Oregon comprises the drainage basins of the Rogue and Umpqua rivers. While it is relatively small and its topography is rugged, the area is heavily covered by excellent quality timber and benefits greatly from forest products manufacturing. The economy also relies upon tourism and agriculture. The principal cities of Medford, Roseburg and Grants Pass have diversified manufacturing that ranges from electronics to apparel and chemicals. The only U.S. nickel-producing mine and smelter is located in this region.

The Willamette Valley extends from Cottage Grove to Portland, and it lies between the Coast Range and the Cascade Mountains. It is the area of greatest population density with more than two-thirds of the state's total population. The primary metropolitan area embraces nearly 1,000,000 persons in and around Portland. Other major Willamette Valley metropolitan areas include Eugene-Springfield, Salem and Corvallis-Albany. This part of Oregon possess plentiful water, extensive forests and excellent transportation facilities. Its industrial complex is highly diversified and growing rapidly, with recent expansion in the electronics and metallurgical industries. Agriculture also is diverse, with production of fruits, nuts, berries, vegetables and field crops. Food processing, centered around Salem, is a major industry.

The Cascade Mountain region extends the length of the state, from California to the Columbia. The Cascades are a tourist's paradise and support a growing and prosperous wood products industry. The Hood River Valley, within the area, is a productive fruit growing area.

The South Central Plateau and Ranges extend along the southern border of Oregon and eastward to the Idaho line. The most populous parts of this region surround Klamath Falls and Bend in south and central Oregon. The vast and fertile Klamath Basin is growing rapidly as a producer of vegetables, mostly potatoes, and field crops. This region is characterized by cattle grazing and feeding. Tourism and the wood products industry also are important contributors to the prosperity of the district.

The Central Mountains region extends from the Cascades to the Idaho border and includes the Ochoco, Blue and Wallowa Mountains. Employment is distributed among agriculture and the tourist, wood products and miscellaneous manufacturing industries. Spectacular Alpine-type scenery is found in the Wallowa and Blue Mountains. Farming benefits from fertile soils and irrigation from nearby water sources.

MEMBER SCHOOLS

School	County
Adrian	Malheur
Arlington	Gilliam
Bly	Klamath
Bonanza	Klamath
Burnt River	Baker
Butte Falls	Jackson
Camas Valley	Douglas
Cascade Locks	Hood River
Chiloquin	Klamath
Colton	Clackamas
Concordia	Multnomah
Condon	Gilliam
Corbett	Multnomah
Cove	Union
Crane	Harney
Culver	Jefferson
Days Creek	Douglas
Dayton	Yamhill
Dayville	Grant
Detroit	Marion
Echo	Umatilla
Eddyville	Lincoln
Elgin	Union
Elkton	Douglas
Enterprise	Wallowa
Gaston	Washington
Gilchrist	Klamath
Glendale	Douglas
Griswold	Umatilla
Harper	Malheur
Harrisburg	Linn
Heppner	Morrow
Holy Child	Multnomah
Huntington	Baker
Ione	Morrow
Jewell	Clatsop
Joseph	Wallowa
Long Creek	Grant
Lowell	Lane
Malin	Klamath
Mapleton	Lane
McEwen	Umatilla
Merrill	Klamath
Mitchell	Wheeler
Mohawk	Lane
Monument	Grant
Mt. Angel	Marion
Mt. Vernon	Grant
Paisley	Lake
Powder Valley	Union
Pine Eagle	Baker
Powers	Coos
Prairie City	Grant
Prospect	Jackson
Riverside	Morrow
Sacred Heart	Marion
St. Francis	Baker
St. Helen's Hall	Multnomah
St. Paul	Marion
Santiam	Linn
Siletz	Lincoln
Spray	Wheeler
Stanfield	Umatilla
Tillamook Catholic	Tillamook
Triangle Lake	Lane
Umapine	Umatilla
Umatilla	Umatilla
Union	Union
Valsetz	Polk
Vernonia	Columbia
Wallowa	Wallowa
Western Mennonite	Marion
Weston	Umatilla
Wheeler	Wheeler
Yoncalla	Douglas

as of
12/14/67

GEOGRAPHICAL-ECONOMIC IMPLICATIONS FOR SMALL SCHOOLS

As can be seen from the state's geographical regions, topographical and climatical generalizations in Oregon are impossible. There are, however, natural resources generally common to all regions: forests, agriculture and tourism. In the rural areas of the state almost all economic activity is centered around these basic resource-oriented industries...and each industry presents serious problems in the local economies.

The forest industry is rapidly becoming automated. The first fully automatic plywood layup plants just this year have gone into production. This process requires only about 20 per cent of the manpower previously used...and the skills of those working in the new plants are considerably more sophisticated.

The same impact of automation is being felt in the lumbermills...an impact which will not hit with full force for another three to five years. The nature of the changes, however, is clearly evident. In February of this year the Gustaf Kahr installation in Nyborg, Sweden, went on-line and dramatically illustrates what lies ahead for the Oregon mills. The Kahr mill, employing highly sophisticated x-ray machines linked directly to computers, now processes logs into finished dimensions...and employs 17 technicians to do what previously required nearly 60 semi-skilled workers.

Also this year, a new piece of logging equipment was put to work in the Ponderosa forests near Klamath Falls for the harvesting of logs for chips and pulp usage. The machine, operated by one man, works at a rate previously requiring eight to twelve men.

The move toward automation in the forest industry carries serious peripheral implications to rural economies. The small machine shops and service shops face the somber prospects of obsolescence. As the automated equipment goes on-line, it will be built and serviced by large, sophisticated plants in the urban manufactoring centers. Thus not only are manpower requirements directly diminished in the rural areas, but the opportunities for related service employment will also decline.

Much the same holds true for agriculture. More capital-intensive farming and ranching operations have been the trend for many years. No factors have appeared to reverse the trends. The single exception is in those areas of Eastern Oregon where increased irrigation resources are accounting for more diverse and productive operations.

Tourism holds great promise for rural areas. Both the coastal and mountain areas have experienced a dramatic increase in tourist traffic and spending. Indeed, the "recreation boom" is apparently only beginning. Yet even this development presents certain perils to the rural communities. Firstly, with few exceptions, the tourist industry in Oregon has not matured into an all-season activity. Thus for most persons engaged in working in tourism-oriented jobs, the economic benefits must be considered as supplemental rather than primary sources of income. Secondly, the influx can result in sharply inflated land values, and in some instances seduce vacationers to settle in scenic communities which cannot easily absorb them into the local labor market. By and large, however, the tourism industry is being seen as a major positive influence on rural communities.

FAMILY STRUCTURES AND ETHNIC BACKGROUNDS

The ethnic and racial background of rural residents generally follows geographic lines. Eastern Oregon counties have the bulk of the state's American Indians, but these represent a minority in comparison to county populations. Spanish Americans are found in specialty-crop areas of Baker and Malheur counties in Eastern Oregon, and the crop lands of the Willamette Valley. In none of the counties, however, have there appeared any signs of racial discrimination in the schools. Economic opportunities for the Indian and Spanish American, however, are not on a par with those of the white man.

Family groups in the rural areas of Oregon do not lend themselves to generalizations. It is known that their family income is in most cases lower than urban families; that the parents are likely to have fewer years of formal education; and that the mother is less often employed outside the home. Juvenille delinquency rates are lower in rural areas; however, this may be a result of less anonymity and a greater tendency for local officials and residents to refrain from "hanging out their dirty laundry."

Barker and Gump,[1] in their studies of rural communities reveal considerable evidence that rural families do more things together; that there is more parental control of youngsters; that children receive more attention and respect from the community elders; and that families are more active in community affairs.

POPULATION, EMPLOYMENT AND PERSONAL INCOME

Perhaps nothing can more graphically illustrate the status of the rural sector of our society than the charts and figures reproduced on the following pages.

In relation to the nation's growth -- and Oregon's -- the people in our rural areas find themselves in a static atmosphere. In Oregon's predominantly rural counties there will be only nominal population gains; in fact, several counties will experience declines. Employment opportunities are overwhelmingly urban-centered...and the trend toward such is increasing. With the exception of large-farm families and the handful of business-professional families in the rural areas, personal incomes will increase at a rate substantially less than urban families. The cost-of-living, meanwhile, will continue to rise for rural families at a rate equal to their urban relatives.

The impact is obvious. Rural youth will continue to migrate to the urban centers for employment and homemaking. Their ability to find employment on the level of their urban competitors, and to otherwise adjust and contribute fully to the nation's productivity and society is largely dependent upon the educational opportunities presented them in their small schools.

1. Roger G. Barker and Paul V. Gump, Big School, Small School, Stanford University Press, Stanford, California, 1964.

- Oregon Per Capita Personal Income by County, 1960

County	Population 1960	Total personal income, 1960 (millions of $)	Per capita income 1960
Baker	17,282	$ 37.42	$2,165
Benton	39,009	66.56	1,668
Clackamas	112,669	154.70	2,049
Clatsop	27,245	59.01	2,166
Columbia	22,375	30.66	1,494
Coos	54,727	111.49	2,037
Crook	9,430	21.32	2,261
Curry	13,971	26.60	1,904
Deschutes	22,970	45.65	1,987
Douglas	67,664	127.43	1,883
Gilliam	3,069	11.01	3,587
Grant	7,726	16.46	2,130
Harney	6,739	15.28	2,267
Hood River	13,301	26.91	2,055
Jackson	72,810	141.44	1,943
Jefferson	7,113	15.65	2,200
Josephine	29,752	52.58	1,767
Klamath	47,338	112.20	2,370
Lake	7,158	18.20	2,543
Lane	162,475	326.95	1,828
Lincoln	24,538	43.29	1,764
Linn	58,623	108.64	1,892
Malheur	22,678	51.94	2,173
Marion	112,071	247.73	2,135
Morrow	4,871	14.75	3,098
Multnomah	518,209	1,615.97	2,814
Polk	26,404	36.42	1,669
Sherman	2,446	9.41	3,847
Tillamook	18,854	35.30	1,872
Umatilla	42,731	103.40	2,412
Union	18,111	35.12	1,939
Wallowa	7,100	13.85	1,951
Wasco	19,938	45.48	2,271
Washington	91,833	128.10	2,022
Wheeler	2,722	3.30	1,947
Yamhill	32,298	51.66	1,599
State of Oregon	1,748,250	$3,963.88	$2,267

FIGURE I

POPULATION PER SQUARE MILE
1960

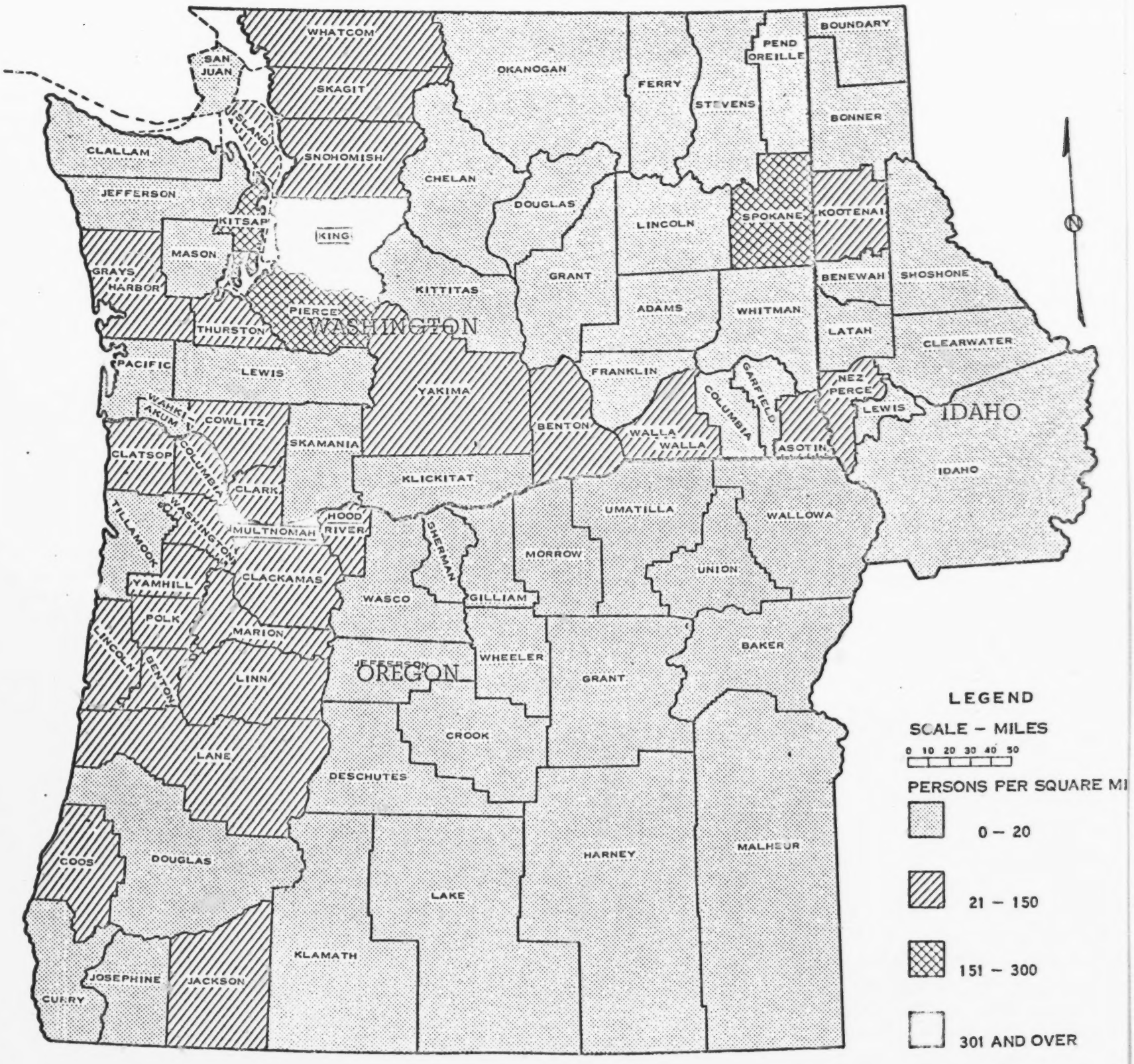
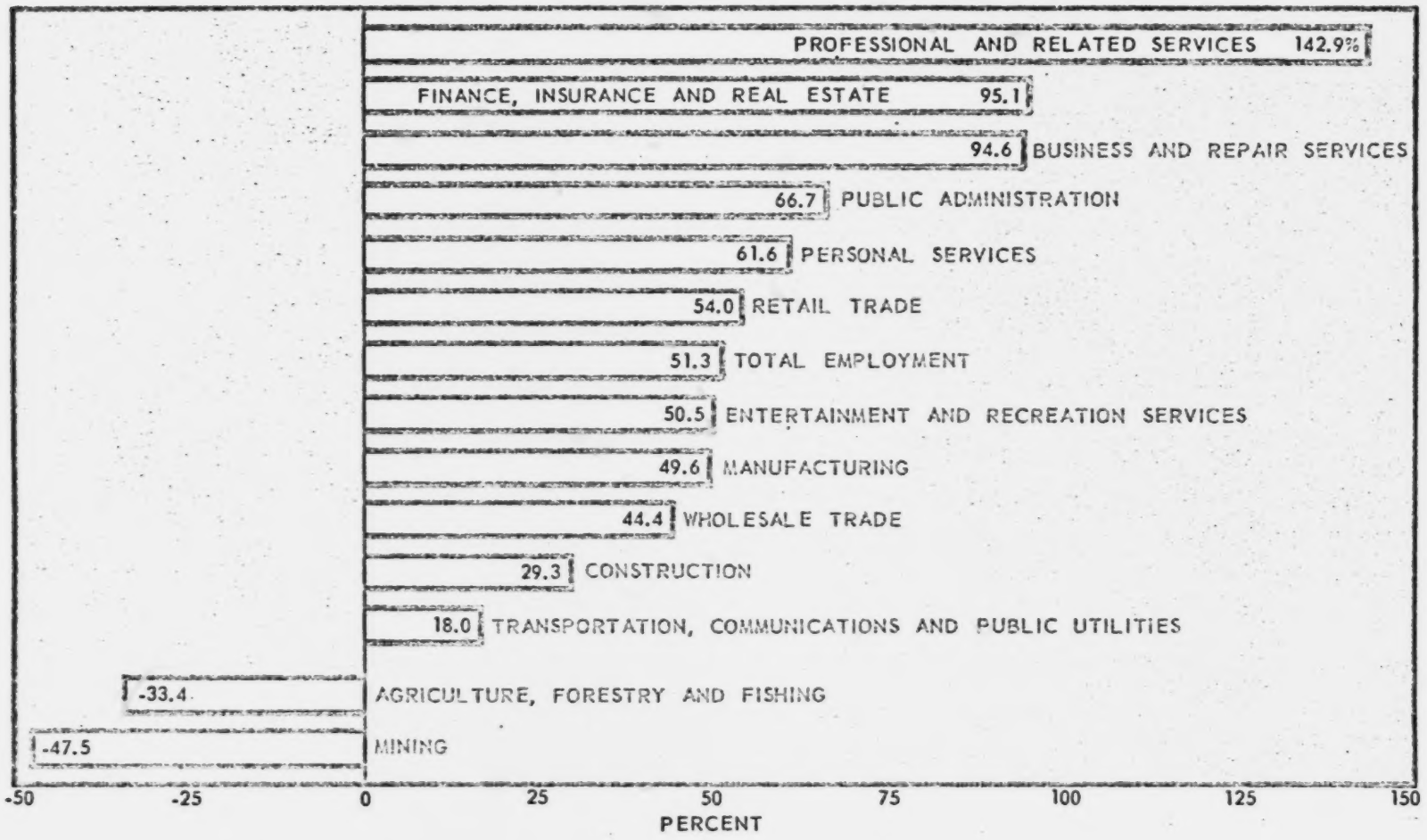


Fig. I. Average population density per square mile is shown for each Pacific Northwest County as of 1960. Only King County in Washington and Multnomah County in Oregon were above the 300 person/square mile level.

PERCENT CHANGE IN INDUSTRY EMPLOYMENT LEVELS, PACIFIC NORTHWEST, 1960-1980



Source - Battelle Memorial Institute, Dec., 1967

COMMUNITY ATTITUDES TOWARD SMALL SCHOOLS

The rural communities in which most small schools are located are more centralized in their social structures, and there is strong community identification and loyalty.

School and church activity is generally the most dominant form of social involvement. The school is often the only organizational structure serving to hold community identification intact. It can also become the most popular target of local controversy.

Educators, rightfully, view the school system as the most positive force in any community, be it rural or urban. However, economic pressures have grown to such proportions as to critically threaten the school's influence...particularly in many rural areas. These pressures are the result of numerous factors, but the primary ones are:

1) The per-student cost of education in small schools runs almost double that in larger schools.

2) The principal funds for education in Oregon are derived from property taxes, and most rural counties have very meager tax bases (more true in Oregon than in most states, for over 50 per cent of the land area is in Federal ownership and is tax-exempt).

3) The average age of rural citizens has risen disproportionately as younger families migrate to the cities...thus throwing a heavier tax burden on persons whose children are no longer in school.

4) The older rural residents are generally less appreciative of advanced educational demands and themselves have less years of academic learning.

These factors can -- in fact, they already have -- lead to determined taxpayer rebellion toward educational spending. The mood of rebellion is further fed by the knowledge that most of the youngsters will move away to work and raise their families.

Thus educators and other civic leaders have been hard-pressed to just "hold-the-line" -- to say nothing of making necessary advancements in small school programs.

Despite this situation, however, the Oregon Small Schools Program has illustrated impressive gains. The rapid addition of pilot projects by participating schools; the improvements in organizational systems, course data, media facilities, and professional services; all have combined not only to upgrade the educational programs -- but to create a show-case of exciting opportunities while increasing the per-dollar efficiency of small school efforts.

In the process of preparing this evaluation study, this writer discovered that the small schools in Oregon are fast achieving a new and impressive image; an image which is stirring administrators, teachers, students, and, yes, even the taxpayers.

OBJECTIVES OF THE OREGON SMALL SCHOOL PROGRAM

The preceding pages have briefly profiled the environment into which the Oregon Small Schools Program was launched. Being experimental in nature, and with little precedence from which to draw, the OSSP leaders must be credited for an accomplishment so often overlooked and underrated in commencing pilot programs. They displayed a firm grasp of the problems and opporuntities facing them. Their objectives were clearly defined, and the proposed solutions and methodology proved valid and practical.

The objectives and methodology served as a framework for both administrative and operational procedures. The following pages, quoted from OSSP records deliniat the program's concept. The chapters which follow present an evaluation of the program's activities measured against the stated goals and methods.

There exists a serious gap between the instructional quality in rural and non-public schools and that of the larger urban schools. Several federal agencies now recognize that part of the urban ghetto problem is generated by the failure to properly prepare these rural youth for the world of work. Over 30,000 Oregon children attend these schools, many of which must be presently classed as marginal. These youth must not be written off as expendable or handicapped by inadequate preparation.

Today's technological advances, new organizational approaches, and instructional patterns open the door to quality instruction anywhere. Most larger districts now provide for in-service for curriculum improvement with highly competent leadership and a budget provision to bring the new technology into the programs.

Indeed, with the technology now at hand and the potential for flexibility offered by the smaller schools, they should emerge as a forceful change agent by rapid and effective use of proven practices for individualizing instruction.

Recent legislative action provided $1.5 million to the Portland area for improvement of programs for children of poverty families ($3000 or less income). This is commendable, but there are 99,729 such children in Oregon -- and only 19,507 in the Portland district. The remainder, 80,222, are in the smaller, outlying areas all over the state. This program will attempt to reach that part of the poverty problem centered in education in project schools. Funds requested are far from adequate, but the umbrella nature of the project will provide the leadership to search out other sources of funds.

A recent Department of Agriculture report says "many anti-poverty programs 'cater' to 'target groups'." . . . "This needed new program emphasis should be toward unified efforts that provide continuing opportunities for all citizens, rather than further polarization and fragmentation of special groups."

The need for this broad coordinating service is clearly pointed up in a recent study completed at the University of Oregon. "The larger districts being generally those which operate a wider range of special programs....In addition, this class of district appears in general to include those districts moving ahead with experimental programs, the development of local curriculum improvement plans and local curriculum materials, and other projects related to improvement of instruction as compared to smaller districts."

The typical pattern of leadership and staffing in Oregon small schools shows a relatively high percentage of younger, less experienced, but vitally concerened and energetic personnel. These schools provide initial training and experience for many of the state's teachers, and, therefore, should be the best we can offer. At the same time the 30,000 to 35,000 youngsters in these schools should not be written off as expendable. They are a substantial part of the current urban problem, since over 90 percent of these youth leave the rural setting, and without adequate training and education, "do not enter the labor force at as high a level or rise as high as their urban counterparts."

Yet, the rural area generally offers a highly desirable setting for raising children, and the schools offer a great potential for flexibility and for individualizing instruction because of the low pupil-teacher ratios and the less complex administrative structure, as well as providing a supportive and permissive atmosphere. Students in small schools enter fewer activities, but at a greater depth and with more of a sense of responsibility and dedication than students in large systems.

With the advances in technology, the rapid development of resource and media centers, the acceptance of shared services, and the marked improvement in knowledge of teaching stratiegies, it is not only possible that "small schools can be good schools"; but they now have the potential to be among the best -- if the in-service leadership and coordination, now a common service in larger systems, is provided.

Problems long recognized in smaller schools and rural settings are:

1) Multiple assignments for teachers

2) High turnover

3) Low professional status

4) Cultural limitations

5) Limited choice of offerings

6) Salary disparity

7) High per-pupil cost

8) Inexperience of staff

9) Lack of student exposure to "The World of Work"

An additional problem is the lack of time and "know-how" to prepare applications and plan projects to take advantage of programs designed for their salvation. In many instances the financial help is available, but the block of its use is the lack of expertise to do the initial planning.

There are staifactory solutions to most of the problems listed in Section III, and the remainder can be minimized. Prime project objectives therefore are:

1) To aid teachers in capitalizing on the low pupil-teacher ratio to more nearly attain true individualized instruction. This will be done through demonstration and discussion of more effective teaching strategies and better use of technological advances.

2) To develop a high teacher morale as a prime target which will have a direct impact on the turnover and the status problems.

3) To develop local and regional leadership through scheduled leadership training sessions.

4) To make school personnel more aware of information on the use of media, programmed materials and their use, correspondence courses, and the learning package as a basis of the attack on several problems such as limited offerings, cultural limitations, multiple assignments for teachers, career information and others.

5) To improve guidance services by providing information on effective programs and encouraging shared services.

6) To improve school and community relationships through the process of self-evaluation, use of paraprofessionals, liberal involvement of community resource people, and an expanded work-experience program for high school youth, practically serving needs and demands of the community.

7) To provide up-to-date information on building construction and remodeling appropriate to modern instructional processes, where such construction is necessary and contemplated.

8) To relate to communities and school patrons a knowledge of modern needs in education as an attack on the factors affecting salaries and general budgetary support. This will be done by involving school board members and other community personnel in inter-school visitations, state school board meetings, and direct involvement in the on-going school program.

9) To provide experienced help for multi-district program design and ultimate application for funds from federal and other sources.

10) To further the recruitment of good teachers. It is proposed that this be done by expanding the responsible teaching (intern) experience to project schools by a cooperative effort with teacher training institutions; and through a better publicity and public-relation program.

Information and processes will be transmitted to school peesonnel to meet the above objectives by recourse to the following:

1) Regional in-service sessions for all staff members of all program schools

2) General and specialized statewide conferences and summer in-service sessions

3) Special training sessions for subject-matter consultants from project schools

4) Continued effort in the program of self-evaluation, using the NSSSE 1960 Criteria

5) Direct and indirect consultive service to schools for local program design and implementation

6) Pilot programs in project schools

7) Inter-school visitations

8) Demonstration teaching -- both direct and by video tape

9) Centralization and redistribution of information on successful methods, materials, and procedures used elsewhere via video tape, films, publications, tapes, filmstrip, and slide collections.

CONFERENCES, SEMINARS, AND WORKSHOPS

Evaluative reports from each of the conferences were not based on a uniform questionnaire and therefore do not lend themselves to comparison. (Even had there been a standard questionnaire provided participants at the various meetings, however, the interpretation of their response would still be based on highly subjective data. Nonetheless, an effort to measure the effectiveness of the various conferences was undertaken -- the results of which appear on Illustration B in the column headed "Response."

The numerical rating is based on a formula which, though admittedly arbitrarily devised, subjects each conference evaluation summary to the same criteria. The criteria were: (1) Grasp of objectives of the conference; (2) Reaction to major presentations; (3) Applicability of subjects and materials presented; (4) Convenience of conference date, duration, location and facilities; (5) General reaction to entire conference. The first three areas each carried an optimum rating of 25; the fourth an optimum of 15; and the lastwas given an optimum of 10; accounting for an optiumum total rating of 100. Although there was, of necessity, considerable subjective interpretation applied in deriving the various ratings for each conference, the ratings do provide a basis of general comparison. The ultimate test of the conferences' value, of course, is illustrated by the eventual implementation of conference-inspired ideas and methodology in the participating schools...which is detailed later in this report.

Attention, however, should not be focused so much on the numerical ratings of the various conferences as on certain other matters related to them. Firstly, the evaluative questionnaires, while not ideally or uniformly designed, apparently served their most vital function: revealing problem areas and suggesting means for strengthening future conferences.

Secondly, it is clear that the OSSP leaders conscientiously studied and reacted to the evaluative questionnaires. Evidence of this is most profound in comparing the 1966 Summer Institute to the Summer Institutes of 1967 and 1968. The same pattern is seen in comparing the 1967 Spring Regional Conferences to the 1968 Spring Regional Conferences.

The observation must also be made that the earliest conferences appeared to suffer not from lack of proper organization, but rather from the fact that the entire concept of the Small Schools Program was new to most participants. In other words, participants arrived at the conferences with vague and/or misleading conceptions of what the SSP was all about. These first conferences were also handicapped by the fact that the planners had no proven guidelines to follow; did not have the advantage of previous "feed-back" information from small school personnel in regards to such meetings; and most importantly, the leaders had to first help the participants define for themselves the problems and challenges of small schools.

The chart shows the number of participants attending the various conferences. It can be noted that a total of 4233 man-days are represented in the ten meetings, and that administrators, board members and teachers participated.

DATE	TYPE OF CONFERENCE	LOCATION	DURATION	NUMBER ATTENDING	NUMBER LEADERS	RESPONSE RATING
June 1966	Summer Institute	Univ. Oregon	5 days	121	17	77
Fall 1966	Subject-Centered	Gearhart	2 days	153	5	84
Jan/Feb 1967	Administrator and Board Member	Portland	1 day	132	1	NR
Spring 1967	Spring Regional conferences	6 locations	1 Day each	550	15	73
June 1967	Summer Institute	Univ. Oregon	5 days	180	13	91
October 1967	Learning Package Follow-Up. Conf.	Portland	2 days	107	11	93
January 1968	Group Leader Conference	Portland	2 days	37	2	87
Spring 1968	Spring Regional Conferences	7 locations	1 Day each	654+ (120 students)	11	93
April 1968	Administrators Conference	Gearhart	2 days	47	3	90
June 1968	Summer Institute	Linfield	5 days	116	14	91

INTERSCHOOL VISITATIONS AND PILOT PROJECT SUMMARIES

Far more effective than simply reading descriptions of innovative programs is the insight that can be made through an on-site visitation.

The following is a list of destinations of groups of personnel from project schools with the purposes indicated. Most visits involved a delegation of two to ten people, and included board members, administrators, and staff members.

The list of pilot projects initiated in program schools also follows, showing not only the impact of the visitation program, but the overall impact of the in-service involvement throughout the two years of the program to bring innovation and change to the project schools.

Not identified in any of the summaries or reports is the spirit of enthusiasm and interest in program improvement evident on the part of students and staff in the participating schools. Indeed, the Small Schools Program in Oregon, as the result of program involvement, is emerging as a vital link in the process of innovation and change for all schools in Oregon for its pioneering in the field of individualized instruction through the use of technological devices, better use of media, the development and use of the learning package, a more effective use of staff, effective patterns of in-service and interschool communication, the introduction of more effective learning strategies, studies in the small group process, the use of simulation and gaming, the use of video and tape in conjunction with the interaction analysis to study the classroom process, the use of educational television, and the beginnings of more effective use of staff through shared services as exemplified by the mobile guidance labs serving several schools in Northeastern Oregon.

INTERSCHOOL VISITATIONS: DESTINATIONS AND PURPOSES

Ashland High School -- Thematic approach to English
Aspen (Colorado) High School -- 6-year high school
Bend High School -- modular scheduling, open campus concept, business classes
Blue Mountain Community College -- attempt to work out cooperative program
Boardman -- unusual building design intended for individualized instruction
Brigham Young Lab School -- math program
Burnt River High School, Unity -- 6-year high school; guidance program
Crater High School -- team teaching
Creswell High School -- block-of-time scheduling
Culver High School - 6-year high school
Echo High School -- 6-year high school
Elgin High School -- math program; arts and crafts; industrial arts
Gilchrist High School -- 6-year high school
Glendale High School -- math and English programs; teacher aides; large and small group instruction
Gresham High School -- team teaching
Griswold High School -- community-vocational program
Hood River High School -- vocational exchange program; slow learner program; packages
Jackson High School -- modular scheduling; team teaching; large and small group instruction; open lab concept
Junction City High School -- modular scheduling; effect on lab activity type program
Marshall High School -- modular scheduling, team teaching, large and small group instruction; open lab concept.
Marshfield High School -- vocational program
McEwen High School (Athena) -- modulux building
McKenzie River High School -- individualized instruction; building design; 6-year high school
Meeker (Colorado) High School -- individualized instruction; building design; 6-year high school
Mohawk High School (Marcola) -- flexible scheduling and instructional materials center.
Newberg High School -- team teaching; building design
Oakland High School -- cooperative teaching
Philomath High School -- 6-year high school
Pilot Rock High School -- 6-year high school
Pine Eagle High School -- team teaching; cooperative teaching
Roosevelt High School (Portland) -- Knapp library; media center
Roy (Utah) High School -- team teaching; flexible scheduling; special building design for team teaching
Santiam High School (Mill City) -- IMC; guidance program; computer retrieval
Stanfield High School -- flexible scheduling
Stayton High School -- IMC; team teaching
Umapine High School -- business program, multiple class approach

Virgin Valley High School (Mesquite, Nevada) -- 6-year high school;
team teaching; modular scheduling; art -by- phone
Washington State University -- systems approach
Westfir High School -- 6-year high school
Weston High School -- electronics program; art program
Willamette High School (Eugene) -- modular scheduling; team teaching;
large and small group instruction
Wilson High School (Portland)-- modular scheduling; team teaching;
large and small group instruction; open lab concept
Winston Churchill High School (Eugene)-- flexible scheduling
Woodburn High School -- modular scheduling
Wy-East High School -- team teaching; gifted program

PILOT PROJECTS
August 1, 1967

Burnt River High School, Baker County

Title: Career Orientation and Guidance

Description: In-service program for staff members on guidance and counseling. Student assembly speakers on education and career opportunities.

Purpose: Provide career and educational opportunity information to students. Provide training and informational materials for staff to assist in guidance.

Culver High School, Jefferson County

Title: The Six-Year High School as it Relates to Culver

Description: A study to determine the advantages and disadvantages that a six-year high school would have, compared to the present four-year plan of organization of Culver High School.

Purpose: To determine the advisability of changing the organizational plan of Culver High School from a four-year to a six-year high school

Dayton High School, Yamhill County

Title: Flexible (Modular) Schedule Trial Period

Description: All students of Dayton High School have been rescheduled into a modular schedule in order to give it a trial run before making a decision for next year.

Purpose:

1. To make allowances for the accommodation of individual differences among students
2. To allow for more student responsibility and involvement in the learning situation
3. To loosen up the assigned structured time of both teachers and students so that more attention can be given to individuals, both slow and fast learners
4. To allow for time blocks needed in lab oriented courses by assigning more modules where needed, and reducing the number in large group situations,

Eagle Valley High School, Baker County

Title: Master Teacher Consultant Program

Description: To bring to our school master teachers in the various teaching areas to consult with the teachers and to demonstrate and instruct in the classrooms.

Purpose:
1. To upgrade the type of teaching.
2. To make contact with forward-looking programs in our state.
3. To give students the inspiration of meeting and working with master teachers.

Elgin High School, Union County

Title: New Mathematics Program

Description: To pay for five weeks of extended contract time for the mathematics teacher.

Purpose: The time is to be used for planning and organization of the curriculum and materials for next term in order to adapt the Glendale program in mathematics for use in Elgin High School.

Glendale High School, Douglas County

Title: Project Jupiter

Description: Project Jupiter is a mathematics curriculum designed for individual students who may progress at their own rate in relation to their interests and abilities. The teacher functions as a guide and consultant. A multi-text and multi-media approach are used to meet individual needs.

Purpose:
1. Individualize instruction
2. Extend mathematics curriculum at high school level to able 7th and 8th graders
3. Integrate mathematics curriculum for grades 1-12 through use of mathematics consultant.
4. Provide broad mathematics curriculum at high school level
5. Use multi-text and multi-media approach
6. Ease scheduling problems at high school level by offering any mathematics course any period of the school day.

Griswold High School, Umatilla County

Title: Pilot Project in Vocational Education

Description: Our present plan is to teach the class to twelve boys from grades 9 through 12. Each student would receive twenty hours of class

instruction at the Helix Machine Shop. We would utilize the owner of the shop as a teacher aide. Classes would be from 4:30 to 5:30 p.m. to avoid conflicts with our present schedule. There will be two groups of six boys, each receiving two hours of instruction per week.

Purpose: The purpose is to give these students fundamentals in working with metals and to learn the nomenclature and basic techniques of welding. This will be a very practical course for most of these boys, as probably more than half will eventually farm.

Mapleton High School, Lane County

Title: Team Teaching for Junior-Senior English

Description: A study of literary works of both American and English authors in terms of definite units with the study written composition, basic logic, grammar included in each unit. Use of AV materials researched and prepared by the teachers involved in setting up this curriculum.

Purpose: To enable the students to approach English on a more individualized basis.
To implement large group presentations, small group discussions, and written composition.
To develop interest in scheduling innovation and new instructional approaches.

Mohawk High School, Lane County

Title: Modular Scheduling with Individualized Instruction and Independent Study

Description: A schedule comprised of 18 twenty-minute modules

Purpose:
1. Give students an opportunity to use the instructional materials center
2. Place more responsibility for learning on the student
3. Allow student to progress at his own rate in accordance with his ability
4. Allow student to enroll in more electives

North Powder High School, Union County

Title: Developmental English -- Program for High School Students

Description: Provide for extended library and resource services to accommodate individualized instruction program in English and Literature. Class schedules are modified in English to allow students independent study time, open labs, and/or broad course selection.

Purpose: To individualize instruction in English and Literature
Make more efficient use of professional staff
Help students develop self direction, research skills, and wholesome attitudes toward learning.
Broaden curriculum offerings.

Pine Valley High School, Baker County

Title: Expanded Guidance Program

Description: Professional and lay assistance in guidance area from outside sources.

Purpose:
1. Provide opportunity for students to receive expert Guidance assistance.
2. Provide opportunity for students to share knowledge of their chosen vocation with persons experienced in that particular vocation.
3. Alleviate guidance responsibilities.

Santiam High School, Linn County

Title: Automated IMC and Library Processing

Description: To provide a model of automated library and IMC processing for small schools.

Purpose:
1. To automate library processing from purchasing through preshelving.
2. Provide automated subject, author, title lists
3. Provide automated reference lists including book, pamphlet film, tapes, records, etc.

Siletz High School, Lincoln County

Title: Siletz In-Service Project

Description: To acquaint the Siletz faculty, community, local and district school officials with new and innovative practices in scheduling and instructional techniques.

Purpose:
1. Through preparation of administration and staff for implementation of innovative practices.
2. Special emphasis developing scheduling techniques and instructional approaches to Mathematics and English.

Spray High School, Wheeler County

Title: Wheeler County High Schools Work-Study Program for Potential Drop-outs

Description: The purpose of the program is the reduction of the number of unemployed dropouts . . . to experience for all terminal students the opportunity to enjoy broad occupational contacts through community and regional work-study programs.

Purpose:
1. To provide students (potential drop-outs and terminal) with meaningful work experience.
2. To provide the opportunity to learn appropriate responses to the demands of the world of work in "real" employment situations.
3. To generate attitudinal maturation which the program is designed to foster.

PILOT PROJECTS
August 1, 1968

Echo High School, Umatilla County

Title: Increasing the Utilization of AV materials and Library Resources

Description: The program will provide full time library facility and utilization to the students and teachers of Echo School District.

Purpose: To develop an awareness of and need for library resources and AV materials in the instructional program: by the students and by the parents to facilitate bond passage for more adequate facilities.

Elgin High School, Union County

Title: Package Production in Industrial Arts Area

Description: Teaching packages needed for independent instruction and group rotation with one instructor in a comprehensive general shop in a school situation.

Purpose: To construct single concept packages in the areas of metal fabrication, wood fabrication, and industrial synthetics.

Lowell High School, Lane County

Title: A Unit Plan for Continuous Progress in English.

Description: The purpose of the project is to provide a program made up of logical steps in a progression starting with fundamentals and leading to more advanced work in reading, writing, and speaking (listening?)

Mapleton High School, Lane County

Title: Continuous Progress in General Mathematics

Description: The General Mathematics course is divided into 34 units through which each student may progress at his own rate and to his aspired level of achievement, through proper guidance by the teacher. The Purpose is to provide for more efficient and more complete individual learning.

Siletz High School, Lincoln County

Title: Thematic Approach to the Teaching of English and Individualized and Programmed Instruction in Mathematics

Description: In English, the thematic approach will be used through intensive reading, and writing. Both large and small grouping will be used. The purpose of the English program is to get students to read and write more, hoping thereby to increase the use of communicative skills. In math, multiple classes will have students taking unrelated math courses in programmed and individualized instruction. The purpose here is to get students to work at their own speed.

Triangle Lake School, Lane County

Title: Teachers Aide and Working on Individualized English Program, Non-Graded

Description: We are working on the English program to see if it can be non-graded and updated. Teacher's Aide helping all teachers in reproducing materials, typing, filing, and library work. Release time for teachers.

Purpose:
1. To develope better readers in our classes.
2. To develope larger vocabulary in our students.
3. To allow teachers more time for preparation and teaching.

Umapine High School, Umatilla County

Title: Umapine Expanded Business Education Program

Description: Business Education instructor will develop and expand present program for grades 8-12. This will include adding several courses.

Purpose: To provide additional course offerings
To stimulate student interest in business'
Expand resources of Business Education Department by developing Audio Visual Aids and other materials

Wallowa High School, Wallowa County

Title: Media Center -- Aimed at Team Teaching and Individualized Instruction

Description: Remodel library and classroom into one unit for team teaching; place "individual materials and equipment" in media center, organized for department use.

Purpose:
1. Move toward individualized instruction
2. Provide a team teaching unit
3. Increase materials in media center

Weston High School, Umatilla County

Title: Weston Improved Industrial Arts Program

Description: Mr. Ricks, Weston Industrial Arts teacher, will develope and expand our present program for grades 7-12. This will include adding power mechanics, electricity, electronics, and oxy-acy welding. We have planned the program, done extensive research with the help of Dr. Bakamis, WSU, and are now ready to develop, coordinate, and implement it. This will require staff members on extended contracts this summer.

Purpose:
1. To prepare an Industrial Arts program that will meet the needs of students in grades 7 through 12
2. Provide a program that will be of interest to all students and thus reduce the drop-out rate of this school.
3. Expand the resources of the IA Department (AV Aids, and free or inexpensive materials)

Wheeler County

Title: Regional Media and Educational Communications Network

Description: A twenty-four hour media materials delivery service and inter-school communications network to the Condon Regional IMC and among the student bodies and staffs.

Purpose:
1. To immediately (24 hours) place educational media material not otherwise available into the hands of personnel in rural school programs
2. To draw teachers, students, and communities, into a greater learning environment through broader cooperation

3. To extend the resources for individualized instruction for independent study activities in a planned student program

Western Mennonite High School, Polk County

Title: Individualized Mathematics Instruction

Description: Individualized instruction in mathematics, making use of audio visual aids and reference materials.

Purpose:
More depth in learning
Easier scheduling
Less frustration for slow learners
More challenge for faster students
Make use of teacher aid to free teacher for more individual help
Facilitate expanded course offerings

Weston High School, Umatilla County

Title: Small School Student Teacher Program

Description:
Winter quarter -- a class in clinical supervision
Spring quarter -- student teachers placed in small schools
Summer quarter -- two week workshop in supervision

Purpose of project:
Placement of student teachers in the small schools in the area
Training of supervising teachers
Provision of a core of supervising teachers from which expansion can be made.

Schools participating in this project:
Weston
McEwen
Griswold
Wallowa
Burnt River
Elgin

Classes were provided for two teachers and one administrator from each of the six participating schools.

Art-by-Phone

Schools participating: Colton, Corbett, Cove, Detroit, St. Paul, and Valsetz

A project of this nature was originally presented by Michael Clark, Art Instructor at Virgin Valley High School, Mesquite, Nevada. He presented the program to four small schools in Nevada, and at one time, had Richland and Halfway schools in Oregon included in this project. Mr. Clark came to

Oregon to demonstrate his project in 1966, and later returned to help organize the project we had in operation this past spring.

This year the project was directed by Judd Koehn, Art Instructor at Eastern Oregon College. Each of the six schools was asked to install an amplified or speaker phone (usually available at regular telephone rates) and to pay for the ½ hour conference call each week. Participating schools were also asked to furnish the necessary art supplies (or supplies could be purchased by the students), and equipment -- overhead projector, slide projector, and tape recorder. Total phone call costs to each of the six participating districts for a semester was approximately $90. This amount was in addition to any art supplies or additional equipment the district found necessary.

A complete course outline of weekly lesson plans, transparencies, and slides were sent out to each school prior to the weekly conference call. Using the speaker phone, the students asked questions about the presentation, exchanged ideas with the students from other schools, and interacted with the instructor.

The instructor visited each school for a short orientation session before the telephone course began, then made another visit near the end of the semester. The students' work was sent in for critiquing, and the instructor prepared a roving exhibit to be displayed in each school for a short time. The exhibit was also shown at the Small Schools Program Summer Institute at Linfield College. Some of the schools had staff members and people from the community enrolled in the course.

If funds are forthcoming, plans for a complete year's course will be developed, as well as an advanced course, 8 mm. single concept loop films will be developed, and the use of the video tape will be explored.

The concept of teaching art through a combined method of conference phone calls, written materials, and effective visuals proves that if an area that is essentially visual can be taught by this method, then the possibility of instruction in other courses, such as foreign language, mathematics, science and social sciences could also be given very effectively.

BASE LINE DATA SUMMATION

The base line data compiled as the result of 44 schools reporting, and evaluated in light of interviews with teachers and administrators, serves to illustrate the OSSP's achievements during its two years of operation. It also identifies several areas which suggest intensified efforts as the program continues.

The totals for the four catagories listed reveal that during the past two years implementation of advanced systems and instructional tools has more than doubled. Of the 487 advanced programs in operation in the 44 schools as of July 15, 1968, 246 had been initiated since the commencement of the OSSP. The other 241 programs currently in operation had been initiated prior to the birth of the OSSP.

In general, the programs in which there was comparatively strong participation prior to the OSSP are those which are either relatively easy to understand and implement, or were the result of district and/or IED assistance. Among the former are the "alternate year" and "combined grades" organizational systems. In the latter the most apparent include IMC Access, Programmed Studies, Remedial Courses, Cultural Programs, and local as well as county in-service programs.

The influence of the Oregon Small Schools Program is illustrated in the rapid development and usage of Learning Packages. Prior to the OSSP none of the 44 schools had employed Learning Packages. In the past two years 26 of the 44 schools have instituted usage of the concept. In fact, most of the schools now using the Learning Packages have played a role in developing the various packages in concert with the OSSP leaders.

In the area of organization, the items in which the least number of schools have become involved are modular scheduling and the systems approach. It should be noted, however, that each of these are systems which demand complex planning and require considerable development in perhipheral areas. As experience is gained in the other organizational areas, it would appear that broader use of modular and systems approach will be achieved.

(Note chart on next page)

CONCLUSION

From the foregoing evidence it is apparent that the project has consistently directed its efforts toward the initial objectives and has achieved these purposes remarkably well, while at the same time establishing a pattern of improvement of rural and small school education that is exemplary, and indeed has pointed out the direction that other states of the Union may well follow if the effort to preserve the best in rural living is to be sustained in the Nation.

	Currently Operating Estbld. Prior SSP	Current And Added Since SSP	Total Current
ORGANIZATION			
TEAM TEACHING	2	5	7
Cooperative	8	11	19
Correspondence	5	2	7
Cross-Grade	4	10	14
Nongraded	2	10	12
Flexible	2	9	11
Alternate Year	28	2	30
Modular	2	4	6
Combined Grades	17	14	31
Learning Packages	0	26	26
Systems Approach	0	1	1
MEDIA			
IMC Access	14	16	30
Programmed	11	12	23
TV Receivers	23	21	44
Regular TV Instruction	4	2	6
Telewriter	0	3	3
8 mm Projector	2	8	10
Video	0	5	5
COURSE DATA			
Remedial	14	13	27
Advanced Seminars	1	10	11
Advanced Placements	0	3	3
Cultural	35	6	41
6 Year Plan	5	10	15
IMPROVING INSTRUCTION			
Local In-Service	32	6	38
County In-Service	17	9	26
Reimbursed	8	13	21
Extended Contract	2	7	9
Summer Plan	3	8	11
Totals	241	246	487